DOCUMENT RESUME

ED 107 758 CE 003 833

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TITLE Development of Career Education Center for the Junior High Student.
INSTITUTION White Bear Lake Independent School District 624, Minn.
PUB DATE [73]
NOTE 36p.; For related documents, see CE 003 834-49

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Bibliographies; *Career Awareness; *Career Education; *Demonstration Projects; *Information Centers; Information Sources; Instructional Materials Centers; Instructional Media; Interest Tests; Junior High Schools; Resource Centers; *Resource Materials; Self Concept Tests; Vocational Development
IDENTIFIERS Job Search; Minnesota; White Bear Lake

ABSTRACT

The guide describes an exemplary project which consisted of establishing and organizing a career education center as part of an existing junior high school media center complex. It provides guidelines to students for obtaining information from the media center regarding self-awareness, job opportunities, and job titles, specific careers, colleges, and private and vocational schools. Other materials covered by the guide include: a self-analysis summary; student career interest survey; tips on job hunting; and a career development self-test. A six-page audiovisual bibliography and a six-page book bibliography are included. (JR)

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CAREER EDUCATION

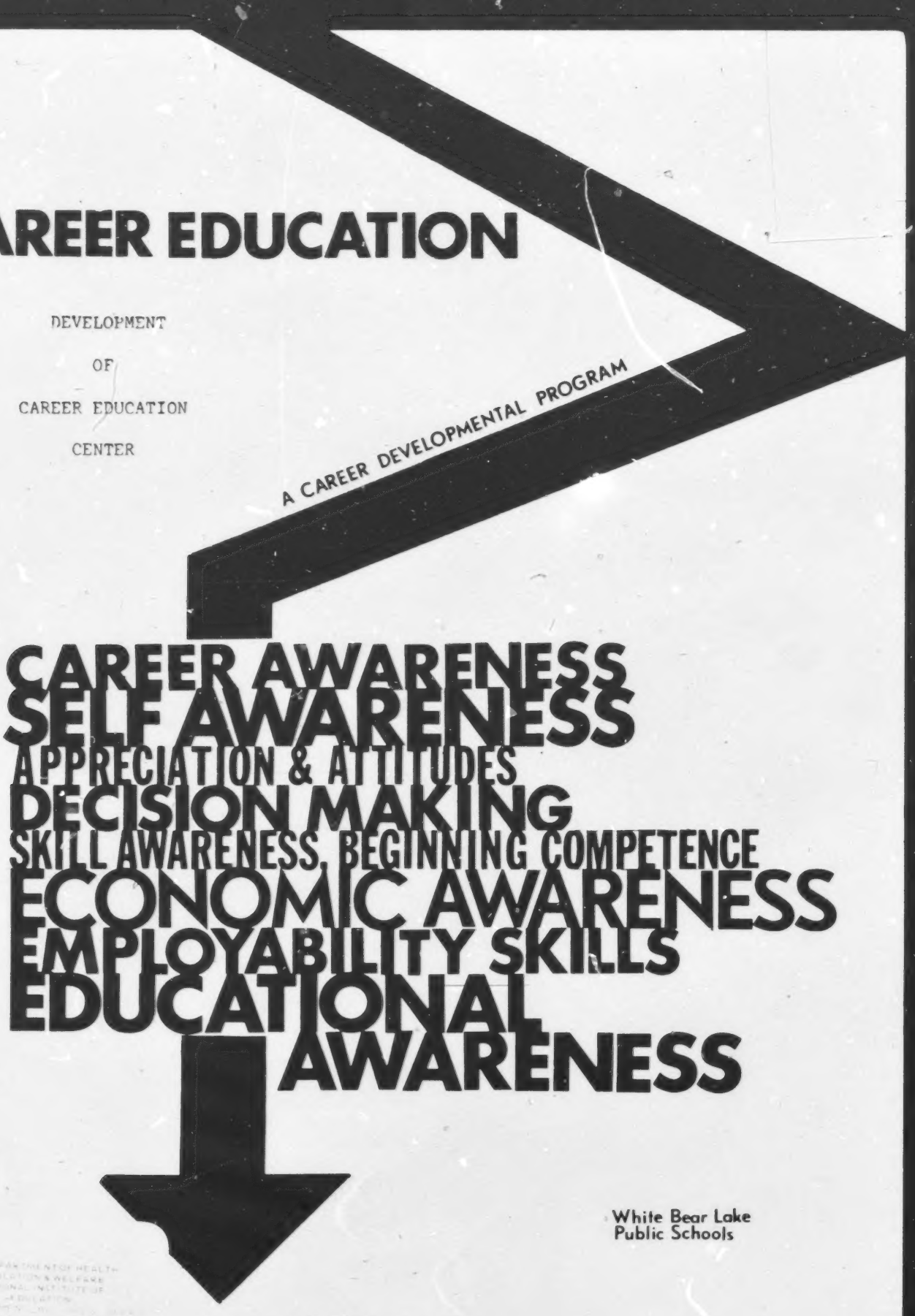
DEVELOPMENT

OF

CAREER EDUCATION

CENTER

A CAREER DEVELOPMENTAL PROGRAM



White Bear Lake
Public Schools

CE003833

ED107758

DEVELOPMENT

OF

CAREER EDUCATION CENTER

FOR THE

JUNIOR HIGH STUDENT

by

Jerri Poppe
Dan Schultz

CAREER DEVELOPMENT

Grades 7 - 9

An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Ron Johnstone, Director Vocational Education

1972 - 73

DEVELOPMENT OF CAREER-EDUCATION CENTER

Summary of Activities

1. This project consisted of establishing and organizing a career-education center as part of the media center complex at Sunrise Park Jr. Hign. Existing materials were gathered from various areas of the building and collectively housed in the new center.

2. Present materials were surveyed and evaluated. The materials were retained or discarded depending on how appropriate the materials were and whether they were up-to-date. Through the vocational education funding, many new career education materials, literature and audio-visual, were purchased to supplement those existing materials.

3. Guides were developed to aid students and teachers in using materials located in the career center. These guides direct individuals in the use of materials to explore career and educational opportunities.

4. Bibliographies were developed for the audio-visual materials and books pertaining to career education and career opportunities.

5. Goals and objectives were developed to give direction to this project.

6. The above statements pertain to the initial project, however, it is our intention to have this be a continuing project through the following activities:

Encourage students to use the center by:
- (a) Counselor referral
- (b) Homeroom presentations
- (c) Small groups for educational & vocational planning
- (d) Occupational displays & bulletin boards

Encourage teachers to use the center by:
- (a) Counselor discussions & referrals
- (b) Faculty meeting presentation
- (c) Team teaching of career related topics -
  (example) Home-Economics Child Care Unit
- (d) Teacher cooperation on career topics -
  (example) Social Studies 9, quarter project on a specific career; Math 8, use of career material related to data processing and computers.
  English 9, unit on job interviews and social security cards
  English-Soc. Studies 7, use of career video tapes

GOAL

The goal of the career center is to increase student awareness of himself in terms of interests, aptitudes, and values, and to encourage the broad exploration of educational and occupational opportunities as it relates to self appraisal and desired goals.

PURPOSE

The purpose of the career center is to complement, expand, and increase the services offered in both curriculum and guidance programs by helping to make available occupational and educational information that relates careers to curriculum within all grade levels.

OBJECTIVES

1. Self-awareness

   In using the guide, "To Find Information About Your Interests and Aptitudes", the student will undertake several learning activities which will encourage increasing self-awareness as his interests and aptitudes relate to career exploration.

2. Job Opportunities and Titles

   In using the guide "To Find Occupation Titles That Fit Your Interests, Aptitudes, and Level of Desired Training", the student will be able to identify career clusters and job titles which may be consistent with his interests, aptitudes and desired education.

3. Specific Career

   In using the guide "To Look Up Information About A Specific Job", the student will be able to use a variety of sources to locate information about a specific career in which he may be interested.

4. Colleges

   In using the guide "To Find Information About Colleges, College Major, and Scholarships," the student will be able to explore general and specific information about college opportunities as it relates to career choices.

5. Private and Vocational Schools

   In using the guide, "To Find Information About Private and Vocational Schools", the student will be able to explore general and specific information about private and vocational schools as it relates to career choices.

CAREER CENTER GUIDE

TO FIND OUT INFORMATION ABOUT COLLEGES, COLLEGE MAJORS, AND SCHOLARSHIPS

1. Look at College Charts located in bookcase labeled "Educational Information". This book provides information about entrance requirements, enrollment, and cost.

2. Look at Guide to College Majors located in bookcase labeled "Educational Information". This book lists all the major areas of study requiring 4 or more years of education and the colleges where they are offered.

3. Look at Major Fields of Study located in bookcase labeled "Educational Information". This book lists over 300 sources of financial aid programs - awards, scholarships, work-study and loans.

4. Look at Student Aid Annual located in bookcase labeled "Educational Information". This book lists over 300 sources of financial aid programs - awards, scholarships, work-study and loans.

5. Look at College Information Guide located in bookcase labeled "Educational Information".

6. Check individual college catalogues located in bookcase labeled "Educational Information".

7. Use the computer to find out college information. See your counselor for an appointment to use the computer.

CAREER CENTER GUIDE

TO FIND OUT INFORMATION ABOUT PRIVATE AND VOCATIONAL SCHOOLS

1. Look at "Directory of Courses Offered in Area Vocational-Technical Schools located in bookcase labeled "Educational Information". This book provides information on courses, cost, requirements and job opportunities.

2. Look at Minnesota Association of Private Vocational Schools directory located in bookcase labeled "Educational Information". This book provides information on courses, costs, requirements, job opportunities in schools other than the area vocational technical schools.

3. Look at Factual Information on Private Vocational Schools located in bookcase labeled "Educational Information". This book provides information on courses, costs, requirements, and facilities.

4. Look at Paramedical Training in Minnesota located in bookcase labeled "Educational Information". This book provides information about health careers requiring two years or less education at non-profit institutions.

CAREER CENTER GUIDE

TO FIND OCCUPATION TITLES THAT FIT YOUR INTERESTS, APTITUDE, AND LEVEL OF DESIRED TRAINING

1. Look at the Minnesota Department of Education Career Charts located on wall in career center.

2. Look at the Kuder Interest Category Charts in the book Career Guidance and the Kuder Interest Inventories located in the Career Center bookcase.

3. Look at the Occuscan coding device located in the Occupation Exploration Kit. By choosing transparencies which fit your interests, aptitude, and level of desired training, you can find the numbers of the job folders which fit your choices.

4. Use the computer to find out which jobs fit your interests, aptitude, and level of desired training.

(See your counselor for an appointment

to use the computer)

CAREER CENTER GUIDE

TO FIND INFORMATION ABOUT YOUR INTERESTS AND APTITUDES

1. Go to the boxed shelving for learning activities related to career exploration.

Learning Activities

Test your Own Career Aptitudes
My Extra-Curricular Activities and Interests
Educational Planning Sheet
Job Interviews
Your Interests and Your Career
My Work Experiences and My Interests
Job Study Guide
Vocational Development Inventory
Career Development Self-Test (47 questions)
Career Development Self-Test (20 questions)
Information on a Career That Interests Me
My Self Analysis Summary
How to Hunt a Job

2. Go to the counselor for information about your achievement-aptitude test results.

3. Take the Kuder Interest Survey available in the counseling office.

4. Start reading more about people involved in various occupations until you find something that interests you. An excellent source is the magazine titled Career World.

CAREER CENTER GUIDE

TO LOOK UP INFORMATION ABOUT A SPECIFIC JOB

1. Look up job title in Occupational Outlook Handbook located in Career Center bookcase. This gives good up-to-date information about employment opportunities in a broad range of occupations.

2. Lock up job title in the Encyclopedia of Careers and Vocational Guidance located in Career Center bookcase. Volume I covers major industries and areas of work. Volume II gives information on specific careers.

3. Look up job title in the Index to the Career Files located in 1st drawer. Only careers listed in capital letters (ex: ACCOUNTING). have folders. Careers listed in small letters (ex: Aerial Mapping) are accompanied by directions to see another source (ex: See PHOTOGRAPHY). Folders are in alphabetical order and contain a variety of information from many sources.

4. Look up job title in the Index to the SRA Occupational Exploration Kit, (large orange box located in career center). Use number given to find folder on the occupation.

5. Look up job title in the index located on page 3 of any copy of Vocational Biographies. This will direct you to the Series Volume, and page of your occupation. This source gives job facts along with a story about a real person employed in that job including information about personal satisfactions, life style, and leisure time.

6. Check the card catalogue under the job title for filmstrips and books located in other areas of the library.

7. Check the free information shelf located in the Career Center or glance through copies of the magazine titled Career World.

8. Write to suggested sources for free information. Places to write for more information are listed in the folders of the Occupational Exploration Kit and the Occupational Outlook Handbook.

9. Use the computer to find out information about jobs. See your counselor for an appointment to use the computer.

10. Look up job title in the Index to the Yellow Pages of Learning Resources located in the career center bookcase. This book encourages you to use the city as a place for learning about people places, and things.

11. Listen to career tapes located in the listening-viewing area.

CAREER CENTER GUIDE

Using Resource Guide for Career Development in the Junior High, from the Minnesota Department of Education by Arland Benson, the following were used in our center.

A-7	TEST YOUR OWN CAREER APTITUDES
A-14	MY EXTRA-CURRICULAR ACTIVITIES AND INTERESTS
A-15	YOUR INTERESTS AND YOUR CAREER
A-16	MY WORK EXPERIENCES AND MY INTERESTS
A-17	PERSONAL INTERVIEW

MY SELF ANALYSIS SUMMARY

1. My three most important interest areas are:
   a.
   b.
   c.
2. Jobs and other activities that have interested me are:
   a.
   b.
   c.
3. My parents say my interests are:
   a.
   b.
   c.
4. My friends and relatives say my interests are:
   a.
   b.
   c.
5. School subjects I like best are:
   a.
   b.
   c.
6. School subjects I like least are:
   a.
   b.
   c.
7. My hobbies are:
   a.
   b.
   c.
8. My extra curricular interests are:
   a.
   b.
   c.
9. Clubs I belong to are:
   a.
   b.
   c.
   d.
   e.
10. My school grades are:
    Very High_____ High_____ Average_____ Low_____

11. My high aptitudes are:

a.	e.
b.	f.
c.	g.
d.	h.

12. My average aptitudes are:

a.	e.
b.	f.
c.	g.
d.	h

13. My low aptitudes are:

a.	e.
b.	f.
c.	g.
d.	h.

14. My strong personality traits are:

a.	e.
b.	f.
c.	g.
d.	h.

15. My weakest personality traits are:

a.	e.
b.	f.
c.	g.
d.	h.

16. Things my friends like most about me:

a.	d.
b.	e.
c.	f.

17. Things my friends dislike most about me:

a.	d.
b.	e.
c.	f.

18. Three things I most want from a career:

a.
b.
c.

19. Health conditions I should keep in mind:

a.
b.
c.

20 Three careers in which I am most interested:

a.
b.
c.

INFORMATION ON A CAREER THAT INTERESTS ME

1. Title
2. Does this kind of work appeal to me:
3. Does this kind of work appeal to me?
4. What type of interests does this job require?
5. Do I have these interests? Could I develop interests such as the job requires?
6. What abilities are required for this job?
7. Do I have these abilities? Could I learn the skills for this job?
8. What type of personality does the job require?
9. Do I have these qualities? Could I develop them?
10. What are the health & physical requirements of this job?
11. Can I meet all the physical requirements of the career?
12. What education or training is required for this occupation?
13. What subjects do I need to study?
14. What will be the cost of the necessary training?
15. Are any of the following required?
    _____Union membership
    _____License
    _____Special examinations
    _____Work experience
16. Are there any reasons why I could not reach this level of education?
17. What are the working conditions?
18. What is the starting salary?
19. What is the expected earning after 10 years?
20. What chances for advancement are there?
21. Is there an over or under supply of workers in this field?
22. What will the need for people in this career be in 10 years?
23. What aspects of this career appeal to me most?
24. Two disadvantages I see in this career are: 1.
    2.
25. Two advantages I see in this career are: 1.
    2.

HOW TO HUNT A JOB

As layoffs spread, more union members are being forced to hunt new jobs. For many, job hunting is a new experience. For most, it's been a long time since they had to stand in line with hat in hand at employment offices. Here are some suggestions for job hunting. Most of them are based on a recently revised pamphlet, Merchandising Your Job Talents, published by the U. S. Labor Department.

The first step in selling your skills is deciding exactly what your qualifications are. You need a detailed inventory of your background and experience so that you will know exactly what assets you have to offer an employer.

No matter what type of job you seek, your inventory will be a basic tool in your search. If you are looking for work in a skilled trade or other field in which resumes are usually not expected, your inventory will help you decide how to present your qualifications at a job interview and be your source for the facts, dates and other information you will need to give a prospective employer.

YOUR INVENTORY

To prepare your inventory, write out on a sheet of paper all the data you think might help you in your job search. Later, you can weed out the list and select the assets that would be useful on the job you seek.

1. Work history--List all of your jobs, including part-time and summer work. For each job, give the name and address of your employer, your job title, and the details of your duties and the dates you were employed.

2. Schooling--List the schools you attended and the dates; the principal courses you took; the business, vocational, military, on-the-job training, or special courses you took, the dates, and any certificates you received.

3. Physical condition--Does your physical condition limit you in any way?

4. Work change--Is it necessary for you to change your trade or work?

5. Career goal--Ask yourself: What kind of work do I want to be doing five or ten years from now? What sort of job should I seek now in order to prepare for my goal?

HOW TO HUNT A JOB

(Cont-d)

6. Jobs you want--After considering all the information in your inventory, list the types of jobs you feel you are best qualified for and want. List them in order of your preference.

FINDING JOB OPENINGS

Your first source of job information on possible openings will probably be friends, neighbors and relatives. Through their work or social and business contacts, they may know of opportunities not listed by regular sources.

Explore the usual channels of job information. They are:

Your trade union representative or local union officers;
State employment service;
Your school placement service;
Want ads in the newspapers and trade magazines;
The U.S. Civil Service Commission; the Yellow Pages of your telephone directory, or industrial directories, available at many libraries.

JOB INTERVIEW

A job interview is your chance to sell your talents. During the interview the employer representative judges your qualifications, appearance and general fitness for the job. It is your opportunity to convince him that you would be a useful employee.

It also gives you a chance to size up the job and the firm. It enables you to decide if the job meets your needs and interests and whether the company is of the type and caliber you want to work for.

Before each interview, you should assume that the job you are applying for is precisely the one you want--because it may be. To present your qualifications most advantageiously, you will need to prepare in advance.

PREPARING FOR AN INTERVIEW

Assemble all papers you need to take with you. These should include your inventory, school records, Social Security card, work records, and any letters of recommendation you have. You may also need licenses, union card or military records, if you have them.

Learn as much about the company as you can--its product or service, number and kinds of jobs available, hiring practices and prevailing wage scale for the type of job you seek. A call or visit to the union hall can probably provide you with the answers to these questions.

Know what kind of job you want and why you want to work for that company; never take anyone with you to the interview; dress conservatively; avoid either too formal or too casual attire.

DURING THE INTERVIEW

Be pleasant and friendly, but businesslike; let the company representative control the interview. Your answers should be brief but complete. Don't ramble. Be flexible and willing but give the employer a clear idea of your job preferences.

Stress your qualifications. Exaggeration can be dangerous, in discussing previous jobs and work situations, don't criticize former employers or fellow workers; don't discuss personal problems.

Be prepared for some kind of testing. Many firms now require a psychological test, or a series of such tests as a part of the application procedure. Don't let tests scare you off. None of the commonly used tests required advance preparation, so you need not feel concerned over not having crammed the night before. Here again, a call or visit to the union office can help fill you in on what's required by the company.

If the company representative does not definitely offer you a job or indicate when you will hear from him, ask when you may call to learn his decision; thank the company representative for the interview. If he indicates he can't use you, ask him to suggest another employer.

AFTER THE INTERVIEW

Make each interview a learning experience. To improve his techniques, a good salesman does a "curbstone" analysis after a sales interview--that is, he reviews what he said, the client's reaction, what he might have said and did not, and what he might have left unsaid.

Try this curbstone analysis yourself to improve your job-selling techniques. Ask yourself these questions:

How did the interview go? What points did I make that seemed to interest the employer? Did I present my qualifications well? Did I overlook any that are pertinent to his job? Did I learn all I need to learn about the job? Did I talk too much? Too little? Did I interview the

Did I interview the employer rather than permitting him to interview me? Was I too tense? Was I too aggressive? Not aggressive enough? How can I improve my next interview?

SEARCH FULL TIME

Looking for work can become discouraging, but sustained effort usually pays off. Here are suggestions that may help you plan your time for an efficient job search:

-Plan and start your search as soon as you know you will need to find a new job.

-Make your job junting a full-time project. You work a 40-hour week for your employer; you should work no less for yourself.

-Once you start your search, do not allow yourself little vacations.

-Apply early in the day to allow time for multiple interviews, tests, or other hiring procedures.

-Be on time for appointments.

-Before approaching a firm, try to learn the best time and day of the week to apply for a job. (The union office is a good source of information.)

-Follow up leads immediately. If you learn of a job opening late in the day, call the firm to arrange an appointment the next day. The employer may postpone a hiring decision until he talks to you.

Reprinted from THE MACHINIST, published by the International Association of Machinists and Aerospace Workers, AFL-CIO.

This material is published as part of the CHRONICLE GUIDANCE Professional Service.

CAREER DEVELOPMENT SELF-TEST

PART I

Directions: Decide if you mostly agree or mostly disagree with each of the following statements. If you mostly agree, write true before the statement. If you mostly disagree write false before the statement. The answer key for the questions is found at the end of the test.

1. You can't get a satisfactory job these days without a college education.
2. Ninety percent (90%) of the careers available are unknown to high school students.
3. Most jobs at the same income level have the same requirements.
4. The State Employment Service handles only skilled occupations.
5. Personality factors have much to do with job dismissals.
6. It is almost impossible to plan your life in advance because so much depends on luch or chance.
7. The decisions you make now have a big effect on your life in later years.
8. Upon graduation from high school, a final career choice should be made.
9. About 20% of White Bear Lake high school graduates complete college.
10. In the junior high school years it is wise to keep your ideas about your future job flexible.
11. In the senior high school the equivalent of three years in English is required of every student.
12. You must take physical education in the 10th grade in the senior high school.
13. The on-the-job training programs are usually available to students in the sophomore year of high school.
14. Chemistry and physics require a knowledge of basic algebra.
15. High school industrial arts courses help prepare you to enter a skilled trade.
16. Biology is usually taken before chemistry and physics in high school.
17. Most students enrolled in foreign languages take more than one year of a specific language.
18. Typing is the basic or first necessary course in the office education department.

19. High school on-the-job training programs are for boys only.

20. In general, students should explore several academic areas in high school.

21. Only those with good grades can expect to get education after high school.

22. To get education after high school, your parents must have plenty of money.

23. A knowledge of a foreign language is required for admission to most Minnesota colleges.

24. While serving an apprenticeship, the apprentice has no formal classroom obligations.

25. High school grades are equally as important as a test score in considering college entrance.

26. The military may provide career training, but you must pass tests which will qualify you for a specific area of training.

27. Before enrolling in a private trade school, it is a good idea to ask for opinions of employers in that trade.

PART II

Directions: Select the choice (a,b,c, or d) that you think best completes each statement.

28. The most expensive of the following schools is:
    (a) a state university (c) a trade school
    (b) a junior college (d) a private liberal arts school

29. The highest grades would be required to be admitted into:
    a. General College at the University of Minnesota
    b. Liberal arts at a private college such as Macalaster
    c. Skilled trades at St. Paul Vocational Technical Institute
    d. Education at St. Cloud State College

30. A high school diploma will insure your admission to:
    a. 916 Vocational Technical Institute
    b. University of Minnesota Liberal Arts College
    c. Lakewood State Junior College
    d. None of these

31. In order for an 18 year old boy to enroll in a technical or skilled trade program at a Minnesota Area Vocational Technical Institute, you would have to pay a tuition of:
    a. $750 a year c. $45 a month
    b. $600 a semester c. None of these

32. Based on current trends, in the next decade the demand for laborers is likely to:
    a. Increase c. Remain the same
    b. Decrease d. Be unpredictable

33. Based on current trends, educational and training requirements for jobs are likely to:
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

34. Based on current trends, job opportunities for women are likely to:
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

35. Based on current trends, in the next decade the demand for farmers is likely to:
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

36. Authorities believe that in the future it is likely that the average number of hours in the work week will:
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

37. The "computer age" has brough about fewer job opportunities in:
    a. Most occupations
    b. Unskilled occupations
    c. Professional occupations
    d. Public Service Occupations

38. Based on current trends, the demand for skilled workers is likely to:
    a. Increase
    b. Decrease
    c. Remain the same
    d. Be unpredictable

39. The best single source of information for occupational research is:
    a. Occupational Outlook Handbook
    b. Newspaper want ads
    c. Dictionary of Occupational Titles
    d. Employment Opportunities by the State Employment Service

40. In personal occupational planning, each student should study:
    a. Approximately three occupations
    b. All occupations
    c. The skills of personal planning
    d. One occupation

41. Tests can best help a student determine:
    a. Values
    b. Interests
    c. Odds of success & failure
    d. a and b

PART III

42. Directions; Decide which four occupations would most likely be available to a person with a high school diploma and no specialized training.
    a. Forest Ranger
    b. Journeyman Carpenter
    c. Gas Station Attendant
    d. Engineer
    e. Practical Nurse
    f. Dental Hygienist
    g. Assembly line worker
    h. Truck Driver
    i. Physical education teacher
    j. Draftsman
    k. Social Worker
    l. File Clerk

43. Directions: Circle the letter of four occupations which would be most appropriate to a person with a high school diploma and 1 - 2 years of specialized training.

a. Forest ranger
b. Journeyman carpenter
c. Gas station attendant
d. Engineer
e. Practical nurse
f. Dental hygienist
g. Assembly line worker
h. Truck driver
i. Physical education teacher
j. Draftsman
k. Social worker
l. File clerk

44. Directions: Circle the letters of the four educational or training programs most likely available to a person <u>without a high school diploma</u>.

a. University correspondence school
b. Public vocational or technical school
c. Private trade school
d. Armed forces
e. State 4 year college
f. High school night school
g. State jr. college
h. Private 4 year college

45. Directions: Circle the letters of the Three educational or training institutions that would most likely prepare a person to enter a skilled trade.

a. University correspondence school
b. Public vocational or technical school
c. Armed forces
d. Private trade school
e. State 4 year college
f. High school night school
g. Private 4 year college

46. Jane, a sophomore, would like to learn about job opportunities and training requirements in the field of social work. Below is a list of resources that Jane could use to learn more about this field.

Directions: Circle the letters of the four resources that would be likely to give Jane the most reliable and complete information on social work.

a. Her English teacher
b. Novels about famous social workers
c. The Occupational Outlook Handbook
d. Her parents
e. Her counselor
f. Newspaper want ads
g. State Employment Service
h. Institutions training social workers

ANSWER KEY

Part I. True or False

1. F	11. T	21. F
2. T	12. T	22. F
3. F	13. F	23. F
4. F	14. T	24. F
5. T	15. T	25. T
6. F	16. T	26. T
7. T	17. T	27. T
8. F	18. T	
9. T	19. F	
10. T	20. T	

Part II, Multiple Choice

28. D	35. B
29. B	36. B
30. D	37. B
31. D	38. B
32. B	39. A
33. A	40. C
34. A	41. D

Part III

42. C,G,H,L
43. B,E,F,J
44. A,B,D,F
45. B,C,D
46. C,E,G,H

Reprinted from "A Resource Guide For Career Development In The Junior High School". MED, 1972

AUDIOVISUAL BIBLIOGRAPHY
SUNRISE PARK JHS
September 1973

FILM LOOPS

Careers in aerospace - Eye Gate 1972

1. Jet Mechanic Trainee
2. Jet Engine Mechanic
3. Control Tower Trainee
4. Control Tower Operator
5. Pilot Training
6. Jet Captain
7. Stewardess
8. Airline Sales Representative
9. Ticket Agent
10. Freight Agent

SOUND FILMSTRIPS

JOBS: Choosing, Getting and Keeping

ABC's of Getting and Keeping a Job - Eye Gate 1972

1. ABC's of Getting and Keeping a Job
2. Preparing for the Job You Want
3. Applying for the Job You Want
4. On the Job
5. Budgeting Your Money
6. Labor Unions
7. Health Rules to Follow
8. Quiz Trip

Choosing Your Career - G.A.

Finding Your Job - Eye Gate 1972

1. Getting a Better Job
2. Finding a Career
3. Job Shopping
4. The Job Interview
5. Working for Someone Else
6. What Can You Do?

Job Hunting: Where to Begin - GA 1972

1. (10 min.)
2. (12 min.)

AUDIOVISUAL BIBLIOGRAPHY

(Cont-d)

Job Opportunities Now - Group I - Society for Visual Education 1970
1. Requirements in the World of Jobs (14 min.)
2. Achieving Success in the World of Jobs (14 min.)

Preparing for Jobs of the 70's - GA

Trouble at Work - GA 1970
1. Hazing (8 min.)
2. Failing to Communicate (5 min.)

Why Work at All? - Guidance Associates 1970 (10 min.)

Widening Occupational Roles Kit - SRA 1972
1. The Connection
2. Jobs: What You See and What You Get

Your Job Interview - G.A. 1969
2 filmstrips 14 minutes each

AEROSPACE

Careers in Aerospace - Eye Gate 1971
1. Jet Engine Mechanics (14 min.)
2. Airline Ticket Agent (15 min.)
3. Passenger Service Representative (16 min.)
4. Flight Engineer (14 min.)
5. Skycap and Baggage Handler (13 min.)
6. Aircraft Maintenance Mechanic (15 min.)
7. Stewardess (15 min.)
8. Aerospace Sales Representative (15 min.)
9. Aircraft Maintenance & Food Services (16 min.)
10. Control Tower Operator (15 min.)
11. Jet Captain (14 min.)
12. Air Freight Agent (17 min.)

BUSINESS

Basic Office Practices and Procedures - Eye Gate 1972
1. Helping Your Boss Get More Done
2. Dealing with People
3. Filing and Basic Office Systems
4. Basic Office Machines
5. The Working World of a Secretary
6. Memos, Mail and the Telephone

AUDIOVISUAL BIBLIOGRAPHY

(Cont-d)

Business

Education for Occupations - Eye Gate 1972
Working with Business Machines

Office Education Series I - International Film Bureau 1969
1. Secretarial Work as a Career (7½ min.)
2. Vocational Objectives (9 min.)
3. Clerical Work as a Career (8 min.)
4. So You Want to be a Secretary (9½ min.)
5. The Administrative Assistant (7 min.)

HEALTH

Career Discoveries Series: People Who Help Others - GA 1972
Physical Therapist (7 min.)

Education for Occupations - Eye Gate 1972
Working in a Hospital

Hospital Job Opportunities - Eye Gate 1972
1. Maintenance Mechanic, Electrician, and Custodian
2. Hospital Administrative Jobs
3. Hospital Food Service Workers
4. Diet Cook & Fry Cook
5. Nurses Aid
6. Nurse
7. Nuclear Technician Trainee
8. Medical Assistant
9. Inhalation Therapy Technician
10. X-ray Technician

Job Opportunities Now - Group I - Society for Visual Education
Job Opportunities in a Hospital (15 min.)

Vocations: Medical Careers - AIMS 1970
10 filmstrips on nursing services (5 min. each)
10 filmstrips on medical technicians (5 min. each)
10 filmstrips on medical aides (5 min. each)
10 filmstrips on medical therapists (5 min. each)

AUDIOVISUAL BIBLIOGRAPHY

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MATH and COMPUTERS

Careers in the World of Computers - Educational Dimensions
Three 15 minute filmstrips on computers, jobs educational training requirements.

The Financial Marketplace - Eye Gate 1971
1. How Does the Stock Market Work?
2. What it Means to You
3. Going Into Business
4. What is the Stock Market
5. Institutions we Deal with
6. The Different Forms of Business

SCIENCE

Career Discoveries Series: People Who Work in Science - GA 1972
1. People Who Work in Science
2. Recording Engineer (8 min.)
3. Laboratory Technician (8 min.)
4. Ocean Life Scientist (7 min.)

Fieldtrips out of the Ordinary - Eye Gate 1972
A Field Trip to a Nuclear Plant
Science for the Future - An Oceanographic Institute

SERVICE

Career Discoveries Series: People Who Help Others - GA 1972
1. People Who Help Others (7 min.)
2. Day Care Worker (7 min.)
3. Community Organizer (8 min.)

Education for Occupations - Eye Gate 1972
1. Working in Food Services
2. Working ina Service Station
3. Working in a Super Market

Job Opportunities Now - Group I - Society for Visual Education 1970
1. Job Opportunities in a Restaurant (14 min.)
2. Job Opportunities in a Department Store (14 min.)
3. Job Opportunities in a Supermarket

AUDIOVISUAL BIBLIOGRAPHY

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TRADES

A Direction for Tomorrow: The Nation's Builders - Bowmar 1970

1. The Nation's Builders Overview (7 min.)
2. Heavy Equipment Operator (6 min.)
3. Carpenter (7 min.)
4. Electrician (5 min.)
5. Civil Engineering Technician (8 min.)
6. Architectural Draftsman (5 min.)

Building Trade Workers - Eye Gate 1972

1. The Plumber
2. The Roofer
3. The Sider
4. The Brick Layer
5. The Concrete Block Layer
6. The Plasterer
7. The Roughing Carpenter
8. The Finishing Carpenter
9. The Exterior Painter
10. The Interior Painter

Education for Occupations - Eye Gate 1972

1. Working in Manufacturing
2. Working in Building Maintenance
3. Working in the Printing Industry

Fieldtrips Out of the Ordinary - Eye Gate 1972

1. A Fieldtrip to a Steel Mill
2. A Fieldtrip to a Lumber Mill
3. A Fieldtrip to an Oil Well
4. A Fieldtrip to a Coal Mine

OTHER

Jobs and gender - GA 1971

1. Woman Carpenter, Woman Newspaper Reporter (9 min.)
2. Male Nurse, Male Kindergarten Teacher (9 min.)

AUDIOVISUAL BIBLIOGRAPHY

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TAPES

CAREERS UNLIMITED, CLASSROOM WORLD PRODUCTIONS, 1972

Advertising
Air Conditioning-Refrigeration
Agriculture
Architecture
Beauty Culture
Broadcasting
Clothing & Fashion Design
Computers
Construction
Criminology & Penology
Drafting
Education
Engineering
Food Production
Forestry
Furniture Industry
Guidance
Health Education
Hotel-Motel
Landscaping-Nursery Business
Law
Librarian
Oceanography
Photography
Plastic Industry
Printing & Engraving
Recreation
Repair Service
Restaurant
Scientific Research
Secretarial Careers
Selling
Social Work
Textile
Transportation
Veterinary Medicine

TELEVISION TAPES

Career Cluster Series

- Building Trades
- Petroleum Industry
- Conservation-Recreation
- Leather Goods
- Agriculture
- Food Service
- Child Care
- Cast Metal
- Graphic Arts
- Hotel-Motel Resort
- Food Distribution
- Highway & Heavy Equipment
- Data Processing
- Air Transportation

SUNRISE PARK JUNIOR HIGH SCHOOL
BIBLIOGRAPHY OF CAREER BOOKS
September 1973

NON-FICTION

Check the following:

Subject headings in the card catalogue

VOCATIONAL GUIDANCE
COUNSELING
OCCUPATIONS
VOCATIONAL EDUCATIONS

The name of the occupation followed by the words "AS A PROFESSION" or "VOCATIONAL GUIDANCE."

Example: TELEVISION AS A PROFESSION

Biographical stories located in the English Resource Center under the 920's and 921's.

FICTION

Check the following:

Subject headings in the card catalogue:

VOCATIONAL STORIES

The name of the occupation followed by "FICTION" or "AS A PROFESSION--FICTION."

Examples: MUSIC AS A PROFESSION--FICTION
FASHION--FICTION

REFERENCE BOOKS LOCATED IN THE CAREER CENTER

Hopke, W. The Encyclopedia of Careers and Vocational Guidance, 1972
Lang, C. The Handbook of Job Facts, 1972
Manley, R. Health Careers in Minnesota, 1969
U. S. Dept. of Labor Occupational Outlook Handbook, 1972-73
SRA Occupational Exploration Kit located in the Career Center
Career Files located in the Career Center

GENERAL BOOKS

Arnved, A. Career Choices for the 70's, 1971
Aulich, J. Careers in the Age of Automation, 1971
Brown, N. After College - Junior College - Military Service - What?, 1971
Colby, C. Night People, Workers from Dusk to Dawn, 1971
Denues, C. Career Perspective, Your Choice in Work, 1972
Evers, D. Your Future in Exotic Occupations, 1972
Gaffney, How to Choose a Successful Career
Gross, The New Paraprofessionals, 1972
Harter, W. Your Career in Unusual Occupations, 1971
Munson, My Educational Plans
Roesch, R. Money, Jobs, and Futures: A Guide for Young People on the Move, 1965

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Russell, M. Blue Book of Occupational Education, 1971
371.42 Sp Splaver, S. Your Career if You're Not Going to College, 1963-1971
Thieman, Handbook of Job Facts
331.702 Working Loose; New Vocations Project, 1971
Wo A collection of articles about work and life styles
370.1931 Yellow Pages of Learning Resources, 1972
Yel Describes the city as a place for learning about it's people, places and things.

GENERAL MAGAZINES

Career Center Career World
Career Center People and Choices Career Folios
Career Center Vocational Biographies

GETTING A JOB

Adler, K. Pathway to Your Future: The Job Resume and Letter of Application, 1971
Ashley, R. 101 Summer Jobs, 1970
Gelinas, R. & P. How Teenagers Can Get Good Jobs, 1971
Liston, R. On the Job Training and Where to Get It, 1967
Marshall, A. How to Get a Better Job, 1964
Randall, Getting a Job
Sterling, Part-time Jobs and Summer Jobs
Vogel, E. How to Succeed in Job Search When Really Trying, 1968
Vogel, E. How to Write Your Job Getting Resume and Covering Letter, '71

AGRICULTURE

Swanson, H. Looking Forward to a Career-Agriculture, 1970

ART, DESIGN, FASHION

Graeza, M. Looking Forward to a Career in Art, 1970
Greer, M. Your Future in Interior Design, 1971
706.9 Ho Holden, D. Art Career Guide, 1961
McGill, G. Your Future as a Model, 1971
Siegel, M. Looking Forward to a Career - Fashion, 1970

AVIATION

Peet, C. Man in Flight; How the Airlines Operate, 1972
Randall, L. Your Future as an Airline Steward/Stewardess, 1973
Scribner, K. Your Future as a Pilot, 1973

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Elzerman, A. Your Future in Salesmanship and Sales Management, 1973

Noyes, N. Your Future as a Secretary, 1971

Scott, G. Your Future in Retailing, 1971

658.3 Sp Splaver, S. Careers in Personnel Administration, 1962

Winter, E. Your Future in Your Own Business

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Corwen, L. Your Future in Publishing, 1973

384.5 Go Gordon, G. Your Career in TV & Radio, 1966

384.5 Ha Haeberle, B. Looking Forward to a Career - Radio and Television, 1970

Larranaga, B. Looking Forward to a Career - Advertising

Lipsyte, R. Assignment: Sports, 1970

070 Ma MacPherson, T. Find a Career in Journalism, 1959

Rider, J. Student Journalist and Broadcasting, 1968

371.42 Sc Schaliben, A. Your Future in Journalism, 1961

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070.23 St Stein, M. Your Career in Journalism, 1965

Tigue, E. Looking Forward to a Career - Writing, 1970

COMPUTERS AND DATA PROCESSING

651.8 Cr Cross, W. A Job with a Future in Computers, 1969

Davis, S. Your Future in Computer Programming, 1971

651.8 En Englebardt, S. Careers in Data Processing, 1969

Nyssbaum, M. Opportunities in Electronic Data Processing, 1972

510.78 Tr Treuenfels, P. Looking Forward to a Career - Computers, 1970

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Day, A. Making a Living in Conservation: A Guide to Outdoor Careers, 1971

Fanning, O. Opportunities in Environmental Careers, 1971

Frome, M. Forest Service, 1971

337.72069 Harrison, C. Conservationist and What They Do, 1962

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333.7 Ne Neal, H. Nature's Guardians, 1963

719.32 Su Sutton, A. Guarding the Treasured Lands; The Story of the National Park Service, 1965

EDUCATION

371.1 Bo Boylan, J. School Teaching as a Career, 1962

371.1 Do Dowdell, D. Your Career in Teaching, 1967

371.069 Mi Millet, F. Professor: Problems and Rewards of College Teaching, 1961

370.69 Sm Smith, F. Find a Career in Education, 1960

796.069 Sm Smith, H. Physical Education; Exploring Your Future, 1962

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537.5 Ca Carroll, J. Careers & Opportunities in Electronics, 1963
620.69 Co Coy, H. Engineers and What They Do, 1961
620 Fu Furnas, C. The Engineer, 1966
624.023 Go Golze, A. Your Future in Civil Engineering, 1965
620.69 Ne Neal, H. Engineers Unlimited; Your Career in Engineering, 1960
620.69 Po Pollack, P. Careers and Opportunities in Engineering, 1959

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Fenton, The Making of a Police Officer, 1972
351.4 Fr Fraser, A. Looking Forward to a Career - Government, 1970
309.2 La Laklan, C. Serving in the Peace Corps, 1970
363.202 Li Liston, R. Your Career in Law Enformcement, 1965
341.7 Ne Neal, H. Your Career in Foreign Service, 1965
351 Su Sullivan, M. Careers in Government, 1964

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Nelson, J. Looking Forward to a Career - Home Economics, 1970
640.69 Sp Spencer, L. Exciting Careers for Home Economists, 1967
640.69 Ta Tate, M. Home Economics as a Profession, 1961

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610.69 Bl Bleick, A. Your Career in Medicine, 1964
610.69 Ch Chernok, N. Your Future in Medical Assisting, 1966
615.069 Da Darby, P. Your Future in Physical Therapy, 1969
610.69 Do Dodge, B. Hands That Help; Careers for Medical Workers, 1967
610,73 Du Ducas, D. Modern Nursing, 1962
Gregg, J. Your Future in Optometry, 1969
610.69 En Engeman, J. Doctor; His Training and Practice; A Picture Story, 1964
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355.1023 Du DuPre, F. So You Want to Be a Professional Officer, Army, Navy, Air Force, Marine Corps, 1966

355 Le Leinwand, G. The Draft, 1970

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Campbell, D. Looking Forward to a Career-Theater, 1970

Curtis, R. Your Future in Music

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Floyd, W. Your Future as a Minister, 1969

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Berger, M. National Weather Service, 1971

629.4 Bo Boyd, W. Your Career in the Aerospace Industry, 1966

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500 Fr Froman, R. Wanted: Amateur Scientists, 1963

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Ge Gerard, J. Jet Stewardess, 1962

Ha Hall, M. Clotheshorse, 1966 (fashion world)

Ha Hall, M. Hatbox for Mimi, 1960 (model)

Ha Harris, C. Let X Be Excitement, 1969 (pilot)

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Ro Roberts, S. Gracie*, 1965 (migrant worker)

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